2014-2015 Educational Grant Application

Submission Date	2014-03-14 16:52:02
Name of Grant	Making Sense of Time Management
Primary Contact	Tia McVey
Applicant E-mail	tia_mcvey@allenisd.org
Phone Number	(469) 319-6361
Additional Teachers/Staff who are applying for or will be working with this grant:	Kim Gohram, BCBA supervising
Campus	Allen High School
Curriculum Area	Special Education
Other Curriculum	Social Skills
Grade Level(s)	10-12+
Students Impacted	15-20
Approver Name	Kay LeBlanc
Approver E-mail	kay_leblanc@allenisd.org
Project Purpose	A great number of students struggle to master time awareness and time management concepts. These skills require adequate working memory ability. Working memory involves storing and manipulating information to reach a goal or complete a task. For students with disabilities (i.e. ADHD, Autism, Learning Disabilities, Intellectual Disabilities), working memory is often an area of cognitive weakness. They have difficulty with organization, time management, initiating tasks, completing assignments, and turning in assignments. Typical strategies to address these skill deficits incorporate verbal prompting, checklists, or to-do lists. However, those strategies rely heavily on verbal working memory cognition (i.e. words and abstract symbols). Research indicates that intervention strategies may be more effective when engaging nonverbal working memory cognition (i.e. visualization, pictures, photographs) first. This grant will fund the purchase of materials needed to teach time awareness and time management skills using nonverbal working memory intervention strategies. Tia McVey at Allen High School will provide direct instruction using research-based, practical solutions developed by Cognitive Connections. Students will learn how to sketch out assignments and projects, organize work space materials, identify the three phases of tasks (i.e. Get Ready, Do, and Done), create time zones on clocks, and independently monitor their time using Tracknets, Time Robber figurines, and MyPowerClock. Thus creating life-long strategies for the

	students.
Project Description	I will work with students receiving special education support in functional academics classes to implement the Strategies for Teaching Time Awareness and Management (STTAM). STTAM will be incorporated into classroom routines using materials purchased through Cognitive Connections. These strategies can be embedded into daily class activities and will not take away from instruction on core content. By incorporating these strategies into the natural routine they are more likely to become good habits that enhance student output and performance in school and beyond, thus generalizing to post-secondary environments. Using the following strategies, students will: • Imagine what a finished work product will look like and then sketch it out prior to beginning assignments. • Break-up their sketches for longer projects and map them out on a calendar. • Visually define their work space with color coordinated zones. • Use metal-rimmed, glass-face clocks to begin to sense the passage of time. • Shade-in time zones on clocks using dry erase markers for visual clarity. • “Feel the sweep” of time using Tracknets (special magnets) that stick to the metal rim of the clock, which will show the beginning, midpoint, and end of a task. • Use a special timer, MyPowerClock, to provide reminders to check-in and monitor the time. • Self-monitor and re-plan when they are off-task using “Time Robber” figurines.
Allen ISD Goals/TEKS	1. To collaboratively develop effective instructional and behavioral intervention with the General Education staff to insure academic success for all students. 2. To provide students with disabilities inclusive Access to the General Curriculum while simultaneously improving instructional level skills. Math TEKS: Knowledge and skills. (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; (E) create and use representations to organize, record, and communicate mathematical ideas; (F) analyze mathematical relationships to connect and communicate mathematical ideas; and

	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
Measurements	Data collected will measure the percentage of assignments turned in on-time, and quality of product output as measured by grades. Baseline data will be taken on participating students and classrooms beginning in May and September of 2014. Implementation phase data will be taken beginning in October 2013 and will be collected throughout the 2014-2015 school year. Implementation phase data will be compared to baseline data in January of 2015 and again in May 2015 to evaluate the overall program effectiveness. Class room teacher observations at corresponding times will also be used to measure progress.
Teaching Methods	Teachers will use multi-sensory strategies that place emphasis on the use of non-verbal working memory cognition to develop time awareness and management. Teachers will: • Model self-dialogue for understanding situational awareness. • Demonstrate how to visualize and then sketch how a finished product for assignments should look. • Model how to prepare tasks using color coordinated work zones. • Take pictures to use as a model of what a completed task should look like. • Show the sweeping of time on a clock using special magnets. • Draw in the amount of time students have to complete tasks on a clock's face to visually represent time. • Demonstrate planning the beginning, middle, and end of tasks.
Timeline for Project	May 2014 –Baseline data will be collected. September 2014 – Order materials. October 2014 – Program implemented into target classrooms. January 2015 – Data review by committee to determine program effectiveness. Adjustments/modifications to the program will be made based on results. May 2015 – Data review to determine overall program effectiveness to determine whether to expand/ carry over the program for the 2015-2016 school year.
Curriculum/System Support	A common complaint of parents and educators of students with time awareness/time management deficits is that the student is bright but not able to perform up to potential due to difficulties with motivation, organization, task completion, and turning in assignments in a timely manner. STTAM proposes to directly intervene on these critical skills using brain-based, practical strategies to enhance school performance and beyond. After learning and demonstrating competencies with STTAM, students will become more efficient with their time, be able to reasonably schedule their time, require less adult support to turn in and complete assignments, and reduce the number of missing

	assignments and late grades.
Additional Comments	Sole source provider – I am getting vendor approval.
Instructional Supplies or Resources	MyPowerClock 5 @ 19.95 Analog Clock with metal frame 5 @ 19.99 Tracknets 5 @ 24.99 Time Robber Figurines 5 @ 9.99 Shipping 15%
Supplies Budget	$ 431.02
Technology	NA
Technology Budget	0
Staff Training / Staff Development	NA
Training Budget	0
Transportation/Field Trip	NA
Transportation Budget	0
Other	NA
Other Budget	0
Total Budget	$ 794.20
Additional Funds	NA